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ABSTRACT

A summary is presented of interviews with nine kindergarten and first grade teachers, all monolingual, in the four Title VII Bilingual Project schools where participation includes just kindergarten and first grade. Four bilingual teacher aides are assigned to these schools. Intended to provide data for assessment of ongoing activities as well as stated objectives, the interviews were designed to investigate activities such as duties assigned to bilingual aides, in-service training needs, materials needed, the amount of English and Spanish used in instruction and the amount of help needed by the teachers from the project staff. Therefore, the following areas were covered by the fifteen questions on the interview form: (1) language instruction; (2) teacher aides services; (3) classroom needs; (4) inservice training needs; (5) supervision and services by the Title VII staff; and (6) cultural awareness activities. Following a discussion of the results of each of the fifteen items, two significant conclusions are drawn: (1) because the burden of Spanish instruction falls on teachers aides, special training activities for and close supervision of the four aides seem necessary; and (2) to make up for the current lack of cultural activities, a heavy reliance on the aide for such activities is suggested. A copy of the interview form and a summary of teachers' responses to each item are attached. (AMH)

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INTERVIEWS OF TEACHERS IN TITLE VII K-1 SCHOOLS

ESEA Title VII Bilingual Project

Formative Evaluation Report Number 7

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INTERVIEWS OF TEACHERS IN TITLE VII K-1 SCHOOLS

FALL, 1974

During December, 1974, the staff of the Office of Research and Evaluation conducted interviews of kindergarten and first grade teachers in the four Title VII Bilingual Project schools whose participation includes just kindergarten and first grade. This was an effort to collect and provide data which would be helpful to the project staff in assessing the ongoing activities of these project classrooms as well as specific process objectives. This formative report summarizes the results of these interviews.

Purpose of the Interviews

These interviews were conducted for the purpose of collecting data from Title VII Bilingual Project teachers and providing this data to the project staff for assessment of ongoing activities as well as stated process objectives. The interviews were designed to investigate activities such as duties assigned the bilingual aide by the classroom teachers, areas of inservice training needed, materials needed, amount of English and Spanish used in instruction, and the amount of help needed by the teachers from the project staff. The interviews provided project teachers an opportunity to express views and comments and to make suggestions and recommendations about activities.

Teachers Interviewed

The nine teachers interviewed are all monolingual teachers in whose classrooms the four bilingual teacher aides assigned to Brown, Maplewood, Reilly, and Rosedale elementary schools work. The teachers' classrooms are either kindergarten or first grade. These nine teachers represent all but one of the 10 project classrooms at these four schools.

Dates, Times, Procedures

The interviews were conducted from December 9 through December 17, 1974 by the Title VII Process Evaluators. The Process Evaluators set up appointments with the teachers at their convenience, usually in the afternoon after students were released for the day. Each interview lasted from 15 to 30 minutes.

Interview Form

A copy of the interview form used is included as attachment A of this report. The form was designed by the staff of the Office of Research and Evaluation and consisted of 15 questions related to the following areas:

1. Language instruction
2. Teacher aides services
3. Classroom needs
4. Inservice training needs
5. Supervision and services by the Title VII staff
6. Cultural awareness activities

The form also provided for additional comments and suggestions by the teachers.

Results

Attachment B presents a summary of teachers' responses to each item on the teacher interview form. Items 1 and 2 asked the teachers to estimate the percentage of their instructional time which is conducted in Spanish and English. All of the teachers interviewed were monolingual and responded that 100% of their instruction is conducted in English.

Item 3 asked what part of the day the teacher has the services of a teacher aide. Five of the teachers interviewed said they had the services of a teacher aide one-fourth of the time and the other four responded that they had the services of a teacher aide one-half of the time.

Item 4 asked the teachers to name the three greatest needs in their classrooms. Four of the nine teachers interviewed expressed a need for more services from a bilingual teacher aide. Three teachers did not mention any needs, and no other needs were mentioned by more than one teacher.

Item 6 elicited the teachers' opinions of their needs for materials. Four mentioned a need for more toys and games, two mentioned tapes and books, one mentioned manipulatives, and one mentioned clear contact paper.

Areas for inservice training were explored by item 7. Here there was a very wide range of topics suggested. Only two areas, the Spanish language and aide services, were mentioned by more than one teacher. Other areas given were language arts, classroom management, individual instruction at the K level, games and activities, and the Title VII Bilingual Project.

When asked in item 8 if having a substitute teach class so that the teachers may attend inservice training workshops is a good idea, seven of the teachers said "definitely yes" or "mostly yes." One teacher was undecided and one responded "definitely no."

When asked about information concerning their role in the bilingual project (Item 9) five of the teachers responded that the staff had provided them sufficient information. Three of the teachers were undecided and one teacher responded that she had definitely not received sufficient information.

The teachers were then asked how much supervision and help from the Title VII project staff they felt they needed to organize their classrooms for bilingual education (item 10). Using the scale "very much, some, a little, very little, and none," four responded "very much," three responded "some," and "very little," and "none" for each given by one teacher.

Item 11 asked the teachers how they determined the appropriate instructional language, either Spanish or English, for their students. Five teachers stated that they used English reading ability and Spanish reading ability. Two teachers stated that they used language dominance tests scores and two teachers stated that they used personal observations.

Teachers were then asked how often the students they teach engage in listening, speaking, reading, and creative writing activities. Listening, speaking,

and reading activities are conducted daily. Creative writing activities, however, are conducted daily by four teachers, at least once a week by one teacher, once every two weeks by one teacher, and "never" by three other kindergarten teachers.

When asked which methods they were using to enhance the awareness of their students of the various cultures and home backgrounds represented in the project schools (item 13), social studies lessons, plays, celebrations and show and tell were mentioned. However, four teachers did not mention any activities in this area.

Item 14 asked what other programs/projects/activities, in addition to regular instructional activities make a substantial demand upon their time. Two teachers mentioned faculty meetings, one teacher mentioned PTA meetings, one teacher mentioned parent-teacher conferences, and one teacher mentioned clerical work. Five teachers gave no responses to this item.

Item 15 asked for additional comments about the Title VII Bilingual Project. Two comments were given by two teachers each. First, there is a need for more Spanish instruction by the aide, and second, they are pleased with the Title VII project so far. One teacher pointed out a need for earlier organization of project activities, one teacher requested more information about the project, and one teacher noted that the aide's instructional group sometimes disturbs the rest of the class with the noise they generate.

Conclusions

Data collected from these interviews should provide the Title VII staff with a general picture of the K-1 bilingual instructional program. There are two items of particular importance which should be investigated further by the staff.

First, since the four K-1 schools do not have bilingual classroom teachers, the full burden of Spanish instruction is carried by the bilingual aide. Four teachers reported having the services of an aide half-time, and five teachers reported having the services of an aide one-qurter time. The question which is raised is "Can a paraprofessional bilingual teacher aide provide effective instruction in Spanish to project students if he/she is not supported by a full-time bilingual teacher and if he/she is able to service classrooms only on a part-time basis?" Consideration of special training activities for and close supervision of the four aides serving these nine teachers seems required.

Also of significance is that four of the nine teachers did not report any cultural activities in their classrooms, and of the other five, none described a broad or formal incorporation of culture in classroom activities. A heavy reliance upon the bilingual aide for these culturally related activities was suggested.

ATTACHMENT B

Number (Percentage) of Teacher Responses
to the Teacher Interview Form

ITEM 1

What part of your time do you teach in Spanish?

	Number (Percentage) of Responses
A. None, Almost none	8 (89%)
B. One fourth	1 (11%)
C. One half	0 (0%)
D. Three fourths	0 (0%)
E. All, Almost all	0 (0%)

ITEM 2

What part of your time do you teach in English?

	Number (Percentage) of Responses
A. None, Almost none	0 (0%)
B. One fourth	0 (0%)
C. One half	0 (0%)
D. Three fourths	0 (0%)
E. All, Almost all	9 (100%)

ITEM 3

What part of the school day do you have the services of a teacher aide?

	Number (Percentage) of Responses
A. None, Almost none	0 (0%)
B. One fourth	5 (56%)
C. One half	4 (44%)
D. Three fourths	0 (0%)
E. All, Almost all	0 (0%)

ITEM 4

What percent of time, when the aide is working with you does he/she spend on...?

	Mean Percentage
A. Instructional reinforcement	87%
B. Making materials	4.3%
C. Clerical duties	0%
D. Supervision	0%
E. Other activities	8.7%

ITEM 5

What are the three greatest needs in your classroom?

RANK	NUMBER (% OF RESPONSE)	NEED
1	4 (44%)	More aid services
2	3 (33%)	Educational materials
3	1 (11%)	More group work
4	1 (11%)	More individualized work

ITEM 6

What kind of materials do you need?

RANK	NUMBER (% OF RESPONSE)	NEED
1	4 (44%)	Toys, games
2	3 (33%)	Educational tapes, books, manipulative material
3	1 (11%)	Contact paper

ITEM 7

In what areas would you like to receive inservice training?

RANK	NUMBER (% OF RESPONSE)	INSERVICE TRAINING
1	2 (22%)	Aid services
1	2 (22%)	Spanish language workshop
3	1 (11%)	Language arts
3	1 (11%)	Class management
3	1 (11%)	Games & activities
3	1 (11%)	Title VII Program
3	1 (11%)	Individual instruction at K level

ITEM 8

Do you feel it is a good idea to have a substitute teach your class so that you may attend an inservice training workshop?

	Number (Percentage) of Responses
A. Definitely yes	4 (44%)
B. Mostly yes	3 (33%)
C. Undecided, mixed feelings	1 (11%)
D. Mostly no	0 (0%)
E. Definitely no	1 (11%)

ITEM 9

Has the Title VII Project Staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

	Number (Percentage) of Responses
A. Definitely yes	2 (22%)
B. Mostly yes	3 (33%)
C. Undecided, mixed feelings	3 (33%)
D. Mostly no	0 (0%)
E. Definitely no	1 (11%)

ITEM 10

How much supervision and help from the Title VII Project staff do you feel you need to organize your classroom for bilingual education?

A. Very much	4 (44%)
B. Some	3 (33%)
C. A little	0 (0%)
D. Very little	1 (11%)
E. None	1 (11%)

ITEM 11

What basis are you using to group students for instruction in either Spanish and English?

RANK	NUMBER (% OF RESPONSE)	BASIS FOR GROUPING
1	5 (55%)	English-reading ability
1	5 (55%)	Spanish-reading ability
3	2 (22%)	James tests
3	2 (22%)	Teacher observations

ITEM 12

How often do the students you teach engage in each of the following activities in Spanish/English?

	Daily	1+ per week	Once a week	Once Every 2 weeks	Never
1. Listening Activity	8 (89%)	1 (11%)	0 (0%)	0 (0%)	0 (0%)
2. Speaking Activity	9 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3. Reading Activity	5 (63%)	1 (13%)	0 (0%)	0 (0%)	2(24%)
4. Creative Writing Activity	4 (44%)	1 (11%)	0 (0%)	1(11%)	1(34%)

ITEM 13

What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

RANK	NUMBER (% OF RESPONSES)	METHOD
1	3 (33%)	Social studies
2	1 (11%)	Plays, celebrations
2	1 (11%)	Show & tell
	4 (44%)	No response

ITEM 14

In addition to the regular instructional activities, what other programs/ projects/activities make a substantial demand on your time?

RANK	NUMBER (% OF RESPONSES)	ACTIVITY
1	2 (22%)	Faculty meetings
1	2 (22%)	PTA/Parent meetings
3	1 (11%)	Bilingual Project
3	1 (11%)	Clerical type work
	5 (55%)	No response

ITEM 15

What other comments about the Title VII Project would you like to make?

RANK	NUMBER (% OF RESPONSES)	COMMENT
1	2 (22%)	Pleased
1	2 (22%)	More Spanish instruction by aide
3	1 (11%)	Earlier organization needed
3	1 (11%)	More information needed
	2 (22%)	No response